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ABSTRACT

This is an evaluation of a Bilingual Education Through the Arts Program, established as a component of a bilingual-bicultural program conducted in a New York City school district in 1979-1980. The program involved both Spanish speaking and English speaking students in grades K-6. The report includes discussion of: (1) the program's characteristics; (2) its goals and objectives; (3) the instructional program; (4) the bilingual guidance program; (5) staff development; (6) parent and community involvement; (7) the curriculum and materials component; and (8) organization and staffing. The design of the evaluation is also reviewed. Findings of the evaluation cover the following areas: (1) the use of the arts; (2) Spanish Language Arts; (3) English as a Second Language; (4) social studies; (5) mathematics; and (6) science. Also provided are findings regarding: (1) pupil performance; (2) the guidance program; (3) staff skills; (4) inservice training; (5) parent involvement; (6) materials and curriculum development; and (7) program coordination. Language and achievement test data are presented along with conclusions and recommendations. The appendix includes sample evaluation forms and questionnaires. (APM)

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EVALUATION REPORT

Project BETA
07603

1979-1980

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PROGRAM DESCRIPTION

The Bilingual Education Through the Arts Program (BETA) is a program designed to provide bilingual-bicultural instruction in all academic areas, with special emphasis on early childhood enrichment activities and the integration of the arts as a stimulus for creativity, positive self-concept, and academic performance. It is an enrichment component integrated into the bilingual-bicultural program already established at P.S. 98 and P.S. 189 in Community School District 6, Manhattan, New York City.

Public School 189 has a population of 1600 pupils (capacity is approximately 1200) in grades Kindergarten through six. Eighty percent (80%) of this population is Hispanic. Twelve (12) of the total 51 classes require Consent Decree mandated bilingual instructional services. Public School 98 has a population of approximately 1500 pupils in grades Kindergarten through six. Seventy five percent (75%) of this population is Hispanic. Seventeen (17) of the total 44 classes require Consent Decree mandated bilingual instructional services.

At P.S. 98, Project BETA involves 248 children in (six) bilingual and two monolingual classes in grades Kindergarten through four. At P.S. 189, BETA involves 248 pupils in six bilingual and two monolingual classes in grades Kindergarten through four. Projected enrollment had been 484 pupils, actual enrollment is 496 the increase due to "continuing" 1978-79 third grade participating into their 1979-80 fourth grade.

"Bilingual" classes are comprised of students who scored below the 21st percentile in the Language Assessment Battery (LAB).

"Monolingual" classes are comprised mostly of students who scored above the 21st percentile in the LAB and, therefore, are not true English monolinguals.

Project BETA is funded by Title VII of the Elementary and Secondary Education Act and is coordinated with funding from tax levy, Title I, and PSEN in an effort to strengthen academic instruction.

Goals and Objectives

The goals of Project BETA revolve around five major components numbered in order of priority: (1) enrichment of instructional program through the arts; (2) bilingual guidance support system; (3) staff development; (4) parental involvement; and (5) curriculum development. These components are part of a comprehensive effort to improve the cognitive and affective development of the children of limited English-speaking ability. Specifically, the goals are:

Instructional Program

1. The organization, implementation and maintenance of a model bilingual-bicultural early childhood program with emphasis on the arts in general education, which will serve as an example to other schools in the city, state, and nation.

2. Spanish-speaking students of limited English proficiency will be given an opportunity to participate in a bilingual-bicultural arts program.

3. English-speaking students will be given an opportunity to participate in bilingual-bicultural arts program.

4. The development of a program of performing arts that will stimulate self-awareness, enhance self-concept, and encourage greater academic achievement through special early childhood activities in movement and music.

5. The development of an enrichment program in visual arts that will stimulate and develop the creative talents of students and will also serve as a basis for developing skills in language arts and all subject areas.

6. The inception of an inter-disciplinary program linking all academic subject areas through unit planning based on the social studies and ethnic heritage curricula.

7. The development of a student body that is academically successful in reading, mathematics and other subject areas through a program which provides the student with an opportunity to learn in his/her dominant language while learning the second language.

8. The development of a history and culture program which will enhance and reinforce the positive self-concept of participating students by providing them with an opportunity to become knowledgeable and appreciative of their cultural heritage.

Bilingual Guidance Program

1. The development of a bilingual guidance program which will meet the special needs of children and families of limited English ability.

2. The development of a bilingual guidance program which will be preventive in nature and will focus on developing the children's feelings of self-worth and increasing the parents' awareness and involvement in this process.

3. The establishment of effective procedures for screening, evaluating, identifying, and referring children with guidance needs.

4. The establishment of effective methods to provide parents with the opportunity to learn aspects of early childhood behavior; to discuss family adjustment needs in the new culture; to disseminate information concerning resources in the community for matters such as housing, health, job training, etc.

Staff Development Program

1. The development of a bilingual instructional staff with the teaching skills, language competency and attitudes necessary for an arts-oriented early childhood bilingual-bicultural program.

2. The establishment of an in-service training program to develop the teaching competencies necessary for exploring self-expression and human communication through the performing arts with bilingual classes.

3. The development of a district-wide workshop series to enhance the staff's ability to successfully interact with and involve parents in the process of understanding and becoming an active part of the learning experiences of their children.

4. The implementation of a college graduate and undergraduate program that provides staff members with courses in methodology, materials, theory and organization of bilingual early childhood programs.

Parent and Community Involvement

1. The maintenance of an advisory committee of parents who will participate in the development of policies and strategies for the most effective implementation of the program.

2. The development of a parent body which will actively participate in the learning experiences of their children through school activities such as workshops, meetings, volunteer work, etc.

3. The implementation of a workshop series on parental influence on the emotional-intellectual development of children.

4. The development of an adult education program which will provide the parents with an opportunity to learn English.

5. The development of an adult education program which will provide parents the opportunity to develop the basic skills needed to take and pass the high school equivalency exam.

6. The development of support for the bilingual project by parents (Spanish-speaking and English-speaking)by disseminating information about the project and providing for active participation by parents in the planning and implementation of the program.

Curriculum and Materials Component

1. The development of a series of modules in early childhood communication skills through dance, music, and theater experiences, to be disseminated and utilized throughout the district.

2. The compilation of relevant information and activities for a parent handbook on the behavior of young children and the strategies parents can use to enhance their readiness skills and academic potential.

ORGANIZATION AND STAFFING

The staff directly participating in Project BETA are: two bilingual resource teachers, one bilingual counselor, one parent worker, six paraprofessionals, sixteen classroom teachers, and consulting artists-in-residence at the schools, as well as bilingual office administrative and support staff at district. Other participants in the program are the schools' bilingual coordinators, the principals, teachers of English-as-a-second language, and district resource and supervisory personnel. Except for the principal and ESL teachers, all staff is bilingual (Spanish - English). Opportunity will be given to English-speaking students to voluntarily participate in the program.

Teachers of the sixteen participating classes are licensed teachers paid through tax-levy funds. The resource teachers, seven paraprofessionals, and artist-in-residence are paid through Project BETA.

The resource teachers plan with the classroom teachers the artistic activities which will enhance instruction. The resource teacher also coordinates the integration of the artist-in-residence into the program. During the 1979-80 academic year, three artists-in-residence were involved in the program: an actress, a percussionist, and a choreographer.

The bilingual guidance counselor is responsible for meeting the needs of specific pupils as they arise, as well as planning and implementing a preventive guidance program for pupils, parents, and teachers. The Spring assignment schedules three days a week at P.S. 189 and two days at P.S. 98, a reversal of the Fall term's.

One paraprofessional is designated as the parent worker and is responsible for planning and implementing an English-as-a-second language program for the parents, as well as a High School (GED) equivalency preparation course. She works three days a

week at P.S. 98 and two days at P.S. 189. The original plan was to reserve the schedule mid-year, but the overcrowded conditions at 189 made it impossible.

In each school, three paraprofessionals assist the resource teacher in presenting, implementing, and following up the planned enrichment lessons. They are also programmed to assist specific classroom teachers in individualized reading activities. Paraprofessionals also assist in test administration for the program.

The bilingual coordinator and an assistant principal are involved with the resource teacher in scheduling and coordinating other activities affecting the classes in the program at P.S. 98. At P.S. 189, the principal and the bilingual coordinator work with the resource teacher on these activities. The function of other school personnel is ancillary in nature.

District personnel provide material and human resources and give in-service training to the resource teacher, guidance counselor, and parent worker. The resource teacher, in turn, provides training in integrating the arts into the curriculum to the paraprofessionals and teachers.

Bilingual administrative personnel at district provide the program with over-all coordination, and perform management and logistical activities for all schools. Inservice training, material and human resources, curriculum design, program monitoring, etc. are some of the areas addressed by district bilingual personnel. Bilingual office support staff assist with clerical and business functions.

EVALUATION DESIGN

Project BETA at P.S. 189 and P.S. 98 was evaluated on the basis of observations, interviews, analysis of responses to a questionnaire, and review of materials and exhibits. Specifically:

1. Three visits were made to P.S. 189, with one visit incorporating observation of a guidance lesson given by the bilingual guidance counselor. Four visits were made to P.S. 98, with one visit incorporating observation of the parent program and one visit including observation of a performance choreographed by the artist-in-residence. The Evaluation Visit form (Appendix I) was used to consolidate the observations and interview data.

2. Interviews were conducted with the principal of P.S. 189 and the assistant principal of P.S. 98, the bilingual coordinators of both schools, both resource teachers, the bilingual guidance counselor, parent worker, paraprofessionals, artist-in-residence, and parents in a G.E.D. class. No pupils were interviewed.

3. Formal observations of instruction were made of nine classes and of two sessions with the artist-in-residence. The Observation of Instruction form (Appendix II) was used for recording.

4. The Evaluation Questionnaire (Appendix III) asked respondents to rate various program components on a scale of one to five and the responses (N= 10) were interpreted as follows: 1= poor; 2= fair; 3= good; 4= very good; 5= excellent. All respondents were from P.S. 189.

FINDINGS OF THE EVALUATION

INSTRUCTIONAL COMPONENTS

THE ARTS

1. Instruction in the arts was rated by the respondents, on the average, as good to very good. This may be due to the fact that not all classes got to work with the artists. In the case of the choreographer, some pupils in the class did not participate in the dances, either as a result of their "behavior" or disproportionate male/female ratios. Both required that other activities be planned for them without the benefit of the artist.
2. The contribution of the artist-in-residence was rated from fair to excellent, with comments expressing the benefits to the students as they discovered new capabilities which enhanced their self-image and which gave teachers new respect for the students.
3. Several persons commented on the long intervals between one artist and another, and expressed a desire for more even spacing between the visits.
4. The availability of the artist-in-residence was rated fair to excellent; this response range seems to reflect the limitations of their twice-a-week presence at the schools.
5. Exhibits of work done by the BETA pupils with their teachers and/or resource teacher are of a very high quality, bolder, larger, and more creative than those by other pupils.

SPANISH LANGUAGE ARTS

1. Instruction in Spanish language arts was rated very good to excellent, a finding consistent with the goals of the program and the Spanish dominant pupil population.
2. Instruction was in Spanish only or English only, with translations given only when the word was well known and facilitated understanding of the concept.
3. Very few instances of code-switching by the pupils were observed. Pupils tended to respond in the language being used by the teacher.
4. The collection of Spanish language books in the library is very limited.

ENGLISH AS A SECOND LANGUAGE

1. Instruction in ESL was rated good to excellent by the respondents. Some excellent instances of ESL instruction by BETA teachers were observed.
2. English phonetic language arts instruction sometimes intruded into areas formally designated for ESL instruction.
3. Classroom displays were in both English and Spanish.
4. Very few instances of code-switching by the pupils were observed Pupils tended to respond in the language of instruction.

SOCIAL STUDIES

Instruction in Social Studies was rated good to excellent. These findings are consistent with the observed integration

of the cultural-ethnic curriculum in the arts through such activities as celebrating Pan American Day.

MATH

Math instruction was rated good to very good by the staff. No instances of math instruction were observed.

SCIENCE

Instruction in Science was rated good to very good. Displays on scientific topics were labelled in both languages demonstrating creativity as well as a grasp of the facts and principles involved.

PUPILS

1. Participation and performance of pupils in BETA was rated good to excellent. Observations confirmed this, finding pupils participating eagerly in the lessons presented, very responsive to questions, and very proud of their work, especially when performing.
2. The English language skills of the pupils were assessed by the respondents as fair to excellent, the range reflecting the skills from Spanish dominance to English dominance of the population.
3. Spanish language skills were rated fair to excellent, again reflecting characteristics of the population.
4. The testing program was rated good to very good. Responses to interview questions about the testing indicated that, although organizationally the staff has improved the testing procedure, the sheer number of tests (4) makes the process time-consuming and cumbersome.

5. The selection procedure for the pupils was judged to be good to very good, supporting the validity of the LAB/ teacher judgement combination for placement purposes.

GUIDANCE

1. The guidance program was rated very good to excellent, comments substantiated by observation.
2. The bilingual guidance counselor has planned and implemented a series of workshops for both parents and teachers. The agendas of these workshops give evidence of very carefully selected and presented topics aimed at helping the people who work most closely with the children.
3. The bilingual guidance counselor also carries out classroom group guidance sessions, usually at the request of the teacher, on topics affecting the pupil(s). The session observed used role playing to foster understanding of the reasons behind the aggressive behavior of a child during the lunch period.
4. The bilingual guidance counselor has a larger caseload at P.S. 98, perhaps reflecting the involvement of parents in that school and, therefore, their "confianza" in seeing the "consejera".

STAFF

1. The English skills of the staff were rated very good to excellent. The Spanish language skills were rated good to excellent. Interviews with the teachers found almost equal fluency in both languages.

2. Staff felt their training and experience for their positions were good to very good.
3. Communication between pupils and staff was also rated good to excellent. Observations found very good rapport established between pupils, teachers, and paras.
4. The talents and experience of the paraprofessionals are used differently by each teacher. In general, however, observations and interviews indicate that their skills are, as a rule, used sufficiently well.

IN-SERVICE TRAINING

1. In-service training was rated fair to excellent by the staff. The monthly workshops held at District 6 rated positive comments.
2. The parent worker spoke highly of the training and support received from other district personnel.
3. The resource teachers felt that the training sessions at the district level had been excellent.
4. Paraprofessionals found the weekly planning/training meetings essential and very helpful. They also found district conferences helpful for their development.
5. BETA staff also participate in other District, Central Board, and College training programs. The City College course, made available to district bilingual program's staff, should be mentioned. This course's curriculum is cooperatively developed by the College's Bilingual Education Department and the district and the school's bilingual program's staff. Areas usually included are: ESL, the Arts in the Curriculum, etc.

PARENTAL INVOLVEMENT

1. Parents found the ESL and GED courses very good. Observations found they participated eagerly diligently and took their tasks very seriously.
2. Observation found the instruction to be excellent. Good rapport was maintained alongside the seriousness of purpose.
3. The parent program at P.S. 98 has a room in which to meet and the school's administration is very supportive of their involvement in other school activities. Some parents are candidates for PTA office.
4. Locating the parent program at P.S. 189 in the "cafeteria", and its limited schedule, have reduced its presence in the schools. Consequently, secondary benefits of their involvement in other school activities have not been optimized. This comment is made while realizing the space limitations at P.S. 189.

MATERIALS AND CURRICULUM DEVELOPMENT

1. Since a year-end bilingual conference, to which all district and school staff as well as parents and community members are invited, is traditional in our district; the decision was made to use this conference as the principal mechanism to disseminate curricular materials developed in the bilingual program. A series of workshops was conducted, during which packets of materials were distributed as textual accompaniment to the conferences. The Bilingual Conference Evaluation Form (see Appendix IV) was distributed. Respondents rated both the the workshops and the materials from good to excellent; and the overall organization of the conference was assessed as excellent. (It

should be noted that there were cases in which the participants' enthusiasm prompted them to write in a "5".) Although the main thrust of this conference was dissemination, it should also be noted that significant results in the areas of staff development and parental involvement were also obtained. It is also felt the workshop topics represent a comprehensive array of areas of con-concerns of bilingual education from a wide variety of perspectives.

2. A package of materials prepared by the New York State Education Department addressing ESL instruction was distributed to participating schools, to be used as curriculum and practices guides by the coordinators and the instructional staffs.

3. The resource teacher and bilingual coordinator at P.S. 98 have begun compiling model plans for teachers, a project halted when the typewriter was stolen.

4. The agendas and accompanying materials of the bilingual guidance counselor are an excellent basis from which to publish a manual for bilingual programs to work with parents and pupils, as well as teachers.

5. "The December Package of Holiday Ideas," prepared by BETA staff at P.S. 98, was distributed to all schools in the district. This booklet was a guide to the use of arts activities and ideas in the areas of reading, math, science, social studies, and language arts in both English and Spanish.

COORDINATION

1. Discussion with principals, bilingual coordinators, resource teachers, and others, highlighted the difficulties in implementing many creative ideas due to severe overcrowding. P.S. 189 has mini-classrooms in the playground, and the bilingual coordinator, reading program staff, and ESL staff share a former "gym". In this "gym" they store materials, carry out administrative tasks, and give small group instruction. The resource teacher operates out of a storage closet. The bilingual guidance counselor works out of the health office.

2. At P.S. 98, the resource teacher, bilingual counselor, and bilingual coordinator, along with all their program materials, are housed in former storage rooms behind the auditorium. The parent program is housed in a former bathroom. Despite these adversities, the BETA staff members in both schools are pulling together all the elements of the program.

3. At P.S. 189, the resource teacher develops plans based on teacher needs. The resource teacher works independently from the bilingual coordinator, and more directly with the principal.

4. At P.S. 98, the resource teacher develops monthly themes around which the work of the BETA teachers, paras, and resource teacher revolve. The bilingual coordinator and resource teacher work closely at this school.

LANGUAGE AND ACHIEVEMENT TEST DATA

The evaluation of the program provided an opportunity to examine the effects of a bilingual program in the language and academic skills of the participants. To this end, extensive testing was done in the areas of English and Spanish language proficiency, English and Spanish reading and math ability. The results of these testing programs are presented in the tables below.

Tables 1 and 2 show the pre and posttest results of the Language Assessment Battery - English and Spanish. These are tests which were developed by the New York City Board of Education to identify language effectiveness; they are used to determine student eligibility for bilingual programs. If the child's score is below the twentieth percentile rank on the LAB-English and the LAB-Spanish score is greater, the child is considered eligible for a bilingual program. Table 1 shows the pre and posttest results of the LAB-English. What is immediately apparent is the fact that we are servicing a predominantly Spanish dominant population in the BETA program. At entrance to the program students in grades K-3 scores are between the first and fifth percentile rank; although growth is also observable through a comparison of pre and posttest results. At grades K, 2 and 3 there is a statistically significant improvement from pre to posttest.

Table 2 below presents the pre and posttest results of LAB-Spanish. In many respects these data are a confirmation of those presented above. The data demonstrate that the BETA population is Spanish dominant. At all grade levels, except grades K and 3, there was statistically significant improvement from pre to posttest.

TABLE 1

AVERAGE PRE & POSTTEST RESULTS OF THE LAB-ENGLISH (PERCENTILE RANKS)

Grade	Pretest	Posttest	t
K	3.6	14.4	5.7*
1	5.6	7.1	.66
2	1.6	20.5	3.2*
3	4.0	12.4	6.0

P<.01

TABLE 2

AVERAGE PRE & POSTTEST RESULTS OF THE LAB-SPANISH (PERCENTILE RANKS)

Grade	Pretest	Posttest	t
K	39.3	50.5	1.5
1	44.0	73.3	3.3*
2	52.5	57.7	2.4*
3	61.3	53.6	-2.1*

P<.01

It is important to note that the groups are quite diverse in terms of language skills and this adds to the difficulty of instruction.

Kindergarten children were also administered the Boehm Test of Basic Concepts in both English and Spanish to measure readiness for school. Again, as is demonstrated by a review of Table 3, the scores in Spanish, at pretest, were greater than the English. How-

ever, the intervening instruction did produce sizable and statistically significant growth from pre to posttest.

TABLE 3

AVERAGE PRE & POSTTEST RESULTS OF THE BOHEM TEST OF BASIC CONCEPTS ADMINISTERED TO KINDERGARTEN (RAW SCORES) - ENGLISH & SPANISH

Pretest		Posttest		t	
English	Spanish	English	Spanish	English	Spanish
7.3	19.0	13.8	22.3	9.8*	6.5*

P<.01

Similarly, children in grades 1, 2 and 3 were administered tests of reading ability in English and Spanish. Although the data are not comparable, they do provide a mechanism by which to assess the effects of the program intervention on reading ability. Table 4 shows the results of the pre and posttesting with the Prueba de Lectura. These results indicate that the students, at entrance to the program, are functioning close to or above the 50th NCE. This would indicate that the students are functioning almost at grade level in their ability to read in Spanish. This should be contrasted to the pretest results of the Stanford Achievement Test - Reading which indicates that the students have little English reading skills available. Table 5, however, does indicate statistically significant growth from pre to posttest.

TABLE 4

AVERAGE PRE & POSTTEST RESULTS FOR THE PRUEBA DE LECTURA (NCE)

Grade	Pretest	Posttest	t
1	43.8	48.5	2.8*
2	48.7	48.5	---
3	64.8	54.4	-2.4*

P<.01

TABLE 5

AVERAGE PRE & POSTTEST RESULTS FOR THE STANFORD ACHIEVEMENT TEST READING (G.E.)

Grade	Pretest	Posttest	t
1	K.2	K.6	8.1*
2	K.7	1.5	11.2*
3	1.6	2.1	9.6*

P<.01

Table 6 below presents the findings of the assessment in math achievement. These results again demonstrate significant improvement in math from pre to posttest, although the students have still not achieved grade level expectations.

TABLE 6

AVERAGE PRE & POSTTEST RESULTS FOR THE STANFORD ACHIEVEMENT TEST MATH (G.E.)

Grade	Pretest	Posttest	t
1	K.5	1.0	7.8*
2	1.3	1.6	3.7*
3	2.3	2.4	1.5*

P<.01

As part of an experiment third grade English dominant students participated (to a limited extent) in the program. Consequently, these students were tested in the areas of English and Spanish reading and math. The results indicate grade level performance in reading at the conclusion of the program; marginal growth in math, with the students still about 1 year below grade level and slight improvement in Spanish reading. It seems the program was not detrimental to the group of English dominant students.

In conclusion, based on these test data, the program seems to have been successful in improving English reading and math and in maintaining Spanish reading skills.

CONCLUSIONS AND RECOMMENDATIONS

A review of the observations, interviews, and questionnaires indicate that the objectives of Project BETA at P.S. 189 and P.S. 98 are being achieved. Specifically:

Objectives related to enrichment of the instructional program through the arts are being achieved. Pupil acquisition of academic skills in their native language is progressing while their English language skills are continually developing.

Objectives related to pupil development are being realized, particularly in enhancing self-image.

Objectives related to the bilingual guidance program are also being achieved. This aspect of the program is very well developed and worthy of emulation.

Objectives related to staff development are being accomplished by training of the parent worker, paraprofessionals, the resource teacher, and the classroom teachers, on different effective ways of using art to enhance instruction.

Objectives related to parent training in ESL and GED are being accomplished in both schools, while those of parental involvement are also being accomplished at P.S. 189 though with room for improvement.

Objectives related to curriculum and materials development, although begun at P.S. 98, are still not fully and systematically accomplished.

RECOMMENDATIONS

In order to improve Project BETA, it is suggested that the following recommendations be implemented during the 1980-81 academic year:

1. Artists-in-residence should be scheduled at even intervals to create a greater sense of continuity and facilitate their integration into the on-going curriculum. Perhaps an annual time table could be worked out so that all affected personnel can plan accordingly.

2. Every effort should be made to find or create space to house all program components together and in which staff could meet, plan, and work. This might facilitate the pulling together of curriculum and materials.

3. With reference to testing, it is very strongly recommended that the number of tests be reduced.

4. Increased parental involvement in school affairs should be encouraged. The sessions developed by the bilingual guidance counselor could serve as the springboard for such an effort.

5. In order to insure the development of pupil's English skills, it is recommended that in-service training be provided for BETA staff on specific techniques for teaching ESL to this population.

6. For the forthcoming academic year, every effort should be made to pull together, in writing, the many ideas and materials developed by BETA staff.

In conclusion, Project BETA at P.S. 98 and P.S. 189 was found to be very good and, with certain improvements, could become a model worthy of replication.

APPENDIX I

EVALUATION VISIT FORM

EVALUATION VISIT

District 6

Date(s)_____

Program_____ Total Population_____

School_____ Percent Hispanics_____

Address_____ No. Consent Decree_____

Phone_____ No. In Program_____

PERSONNEL AND FUNCTION

Principal_____ Asst. Principal_____

Bilingual Coordinator_____ Resource Teacher_____

Paraprofessionals_____ Role_____

_____ Role_____

_____ Role_____

_____ Role_____

Guidance Counselor_____

Teachers_____

_____

_____

_____

Other_____

_____

Comments_____

_____

_____

_____

_____

_____

INSTRUCTIONAL COMPONENTS

Artist and/or Enrichment

2 English as a Second Language

3 Spanish Language Arts

4 Social Studies

Math

Science

Other

ORGANIZATIONAL ELEMENTS

lection of Participants (testing)

ternal Coordination; Articulation; Cooperation (with Consent Decree, Title I, library, etc.

ternal Coordination; Articulation; Cooperation (i.e. parents, District, Special trainers, e

her

Fndz-4

APPENDIX II

OBSERVATION OF INSTRUCTION

OBSERVATION OF INSTRUCTION

rade Subject Language of Instruction

opic/Objective

evelopment of Lesson

vel of Participation by students/Language of participation by students

le of paraprofessional

terials and Resources Available to students

ysical Characteristics (location, arrangement, displays, etc.)

erall Effectiveness

APPENDIX III

EVALUATION QUESTIONNAIRE

BOARD OF EDUCATION OF THE CITY OF NEW YORK
SCHOOL DISTRICT 6
665 WEST 182ND STREET (AT B WAY)
NEW YORK, N. Y. 10033

PAUL TREATMAN
COMMUNITY SUPERINTENDENT

JAMES P. ROBERTS
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION

MARTIN W. MILLER
DEPUTY SUPERINTENDENT
BUSINESS AND ADMINISTRATION

May 22, 1980

Dear Colleague:

Attached you will find a brief questionnaire that will assist us in the evaluation of your Title VII or Chapter 720 Bilingual Program in your school. It would be appreciated if you would spend a few moments and complete the questionnaire. Please return to Aquiles Conde at the District Office by June 11, 1980.

Thank you once again for your complete cooperation.

Respectfully yours,

Howard S. Tilis
Director
Research, Evaluation and Testing

cc: Armetta M. Cossingham
Erick Irizarry

TEL. 690-8800

BOARD OF EDUCATION OF THE CITY OF NEW YORK

SCHOOL DISTRICT 6

663 WEST 182ND STREET (AT B'WAY)

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DEPUTY SUPERINTENDENT
BUSINESS AND ADMINISTRATION

COMMUNITY SCHOOL DISTRICT 6
TITLE VII AND CHAPTER 720
EVALUATION QUESTIONNAIRE

SCHOOL _____ PROGRAM _____

TITLE _____

YRS. SCHOOL EXPERIENCE _____

DEGREES/CERTIFICATES HELD	DATE GRANTED
_____	_____
_____	_____
_____	_____

NATIVE LANGUAGE _____

SECOND LANGUAGE _____

Listed below are a number of areas which are directly related to the Title VII or Chapter 720 program in your school. Each item is to be rated from 1 (poor) to 5 (excellent); please use any number between 1 and 5 in order to rate the adequacy of each item.

PUPILS

	POOR				EXCELLENT
Selection Procedures.....	1	2	3	4	5
Testing Program	1	2	3	4	5
Pupil Participation in Program	1	2	3	4	5
Pupil Performance	1	2	3	4	5
English Language Skills	1	2	3	4	5
Spanish Language Skills	1	2	3	4	5

STAFF

	POOR				EXCELLENT
English Language Skills	1	2	3	4	5
Spanish Language Skills	1	2	3	4	5
Training for Position	1	2	3	4	5
Experience for Position	1	2	3	4	5
Adherence to Program Goals	1	2	3	4	5
Communication with Pupils	1	2	3	4	5
Coordination with other Staff	1	2	3	4	5
Guidance Support	1	2	3	4	5

INSTRUCTION

In the Arts	1	2	3	4	5
In English Reading/Language Arts	1	2	3	4	5
In Spanish Reading/Language Arts.....	1	2	3	4	5
In ESL	1	2	3	4	5
In Math	1	2	3	4	5
In Science	1	2	3	4	5
In Social Studies	1	2	3	4	5
Artists-in-Residence Availability	1	2	3	4	5
Artists-in-Residence Contribution	1	2	3	4	5

IN-SERVICE TRAINING

Topic Relevance to Job Performance.....	1	2	3	4	5
Usefulness of Training.....	1	2	3	4	5
Applicability to Classroom use of Distributed Materials	1	2	3	4	5
Comprehensiveness of Training.....	1	2	3	4	5

COORDINATION

	POOR				EXCELLENT
With Tax-Levy Instruction	1	2	3	4	5
With Funded Programs.....	1	2	3	4	5

Please discuss briefly in the space below the most salient aspects of the program in your school that would constitute, in your opinion, major strengths or weaknesses.

DISTRICT 6 FOURTH ANNUAL BILINGUAL CONFERENCE

June 14, 1980

EVALUATION FORM

Using the value scale noted below, please rate the workshops you have attended and the overall conference by placing a number from 1 to 4 in the appropriate box.

VALUE SCALE: 1-POOR 2-FAIR 3-GOOD 4-EXCELLENT

PLEASE DEPOSIT THE COMPLETED EVALUATION FORM IN THE BOX LOCATED AT THE ENTRANCE TO THE WARWICK DINING ROOM.

WORKSHOPS	Effectiveness & Quality of Workshop	Quality of Distributed Materials
4...3...2...1...Action!		
Basic Facts About Child Development		
Bilingual Education: An Enrichment Alternative		
Introduction to the Crane Reading System		
Individualizing the Social Studies Curriculum		
Integrating Movement and Dance in the Curriculum		
How Television Affects Your Child		
Creative Ideas for the ESL Classroom		
Effective Methodology for Teaching Reading in A Second Language		
Spanish Reading Through Science		
Recent Developments in Evaluation of Bilingual Education		
Your Child and the Reading Process		
Don Quijote: The Classics in Bilingual Education		
Puppetry as an Instructional Tool		
Meeting the Needs of the Illiterate Adolescent		
N.Y.C. Proposed Promotional Policy and Its Effects on Bilingual Education		
Racism and Ethnic Bias in Children's Literature		
The Cloze Procedure in the Bilingual Classroom		
How to Survive in a Bilingual Classroom		
Bilingual Sharing Through Bilingual Pairing		

Using the scale noted above, please rate the overall conference by circling the appropriate number:

OVERALL ORGANIZATION OF THE CONFERENCE: 1 2 3 4

SUGGESTIONS FOR TOPICS IN FUTURE DISTRICT 6 BILINGUAL CONFERENCE:

ADDITIONAL COMMENTS:

CUARTA CONFERENCIA ANUAL BILINGUE DEL DISTRITO 6

14 de junio de 1980

H O J A D E E V A L U A C I O N

Usando la escala de valores a continuación, evalúe los talleres a los cuales usted haya asistido y a la conferencia en general colocando un número del 1 al 4 en el encasillado apropiado:

ESCALA DE VALORES: 1-POBRE 2-MEDIOCRE 3-BUENO 4-EXCELENTE

POR FAVOR DEPOSITE LA HOJA DE EVALUACION EN LA CAJA LOCALIZADA A LA ENTRADA DEL COMEDOR WARWICK.

P R E S E N T A C I O N E S	Eficiencia y Calidad de la Presentación	Calidad de Materiales Distribuídos
¡4...3...2...1...Acción!		
Aspectos básicos sobre el desarrollo del niño		
Educación bilingue: Una alternativa para el enriquecimiento		
Introducción al sistema de lectura Crane		
Individualización del currículo de estudios sociales		
Integrando el movimiento y el baile en el currículo		
Como la televisión afecta a su hijo		
Ideas creativas para las clases de inglés como segundo idioma		
Metodología efectiva para la enseñanza de la lectura en un segundo idioma		
La lectura en español a través de la ciencia		
Nuevos acontecimientos en la evaluación de la educación bilingue		
Su hijo y el proceso de la lectura		
Don Quijote: La literatura clásica en la educación bilingue		
El uso de marionetas como instrumento educacional		
Satisfaciendo las necesidades del adolescente iletrado		
Prácticas promocionales propuestas en la Ciudad de Nueva York y sus efectos en la educación bilingue		
El racismo y el prejuicio en la literatura infantil		
El procedimiento "Cloze" en la clase bilingue		
Como sobrevivir en un salón bilingue		
Compartiendo y aparcando a través del bilinguismo		

Usando la escala de valores que aparece arriba, evalúe la conferencia en general haciendo un círculo alrededor del número apropiado.

ORGANIZACION GENERAL DE LA CONFERENCIA 1 2 3 4

SUGERENCIAS DE TOPICOS PARA CONFERENCIAS FUTURAS EN EL DISTRITO 6 SOBRE EDUCACION BILINGUE:

COMENTARIOS ADICIONALES: